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Vol. III	October, 1952	No. 3
"MOTIVATION"— <i>Albert L. Walker</i>		3
EXPERIMENTS IN PERMISSIVE LISTENING— <i>Arnold E. Needham</i>		6
THE PROFESSIONAL STATUS OF THE COMPOSITION TEACHER.....		10
SOME ASPECTS OF FRESHMAN ENGLISH— <i>Earl L. Sasser</i>		12
NOTES AND COMMENT.....		14
CCCC INSTITUTIONAL-SUSTAINING MEMBERS.....		16
THREE-YEAR HISTORY OF THE CCCC— <i>John C. Gerber</i>		17
SECRETARY'S REPORT: BALLOTING ON THE PROPOSED CONSTITUTION AND BY-LAWS FOR CCCC— <i>Glenn J. Christensen</i>		18
CONSTITUTION AND BY-LAWS OF THE CCCC.....		19

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"Motivation"¹

ALBERT L. WALKER²

Our subject today is "motivation"—which I take to mean methods, devices, appeals by which we persuade our students to work at writing, reading, or speaking—for their own good. That we should have to do this persuading is fundamentally ridiculous. But there it is. We have to, in the world of our time.

I am sure that later speakers on this program will describe methods or devices which have worked at the institutions they represent,³ and if time permits I shall try to describe one or two procedures which seem to have proved their usefulness at Iowa State College. I will not pretend to speak for schools of science and technology in general.

First and emphatically, however, I should like to mention two persuasions or propagandas which some members of our profession are directing at one another—and at college administrators. Our strategy with one another, and with deans and presidents, is fully as important as our strategy with students, for it frequently determines the latter. And, on occasion, it reveals our character.

At the national convention in Buffalo three years ago—and at the Four C's meeting last spring in Chicago—I could not help noticing that certain individuals tried to put me through a one-question catechism. They asked me, in effect, "Are you a COMPOSITION MAN or a COMMUNICATIONS MAN?" They demanded a categorical answer, and I shuffled my feet.

I dodged and hedged because the implication of this beautiful either-or dilemma is about as follows: To be a "com-

position man" is BAD; to be a "communications man" is GOOD. (Trouble is, I think I'm both.) This perfect "allness" dilemma, as our semantic friends would call it, fits few teachers I know. Some of our semantics friends, by the way, were eagerly engaged in pressing the question.

Now anyone who puts the question in the way I've heard it is asking me, and you, to make a choice, not between realities but between two carefully cultivated *myths* represented by a pair of words—*composition*, *communications*. According to one of these myths, all composition courses are old-fashioned, nineteenth century, dry-as-dust operations in which such things as logic, semantics, communicative *purpose*, and so on, are never mentioned or dealt with in a functional way. According to the other myth, all courses labeled "communications" are modern, stream-lined operations by means of which wide-awake teachers produce astounding results. Now this is simply nonsense, for neither one of these myths is even approximately true to fact.

In this connection it occurs to me that teachers of English, whose specialty is words and their ways, are surely alert enough to recognize the naive propaganda device implicit in these myths. But the persons who use the device obviously feel that we are not, in fact, alert enough to see what is going on. Neither are we supposed to be acute enough to raise the factual questions relevant to the problem: (1) What actually does happen in courses over the country which are called "English composition"? (2) What actually happens in courses labeled "communications"? A factual inquiry would show, I suspect, that each of these labels covers a wide diversity of teaching ob-

¹ A paper read at a CCCC session at the Forty-first Annual Meeting of the NCTE, Cincinnati, November 23, 1951.

² Iowa State College

³ See *College Composition and Communication*, Vol. III (February, 1952), pp. 3—10.

jectives, course content, and actual results. I am acquainted personally with several dozen so-called "composition" teachers who are *not* dead to the implications of logic or semantics, who *do* view student writing and speaking as problems in communication rather than pointless exercises. I have read exciting accounts of what can happen in "communications" courses; I have no basis for judging results except an amazement, perhaps naive, that so much can be attempted in one three- or five-hour course.

Another propaganda used by a few members of our profession grows logically from the first. It consists, in the best political tradition, of an elaborate set of promises. These promises, a sort of sidewalk advertising designed to get customers into the store, are sometimes made to students but are usually directed at college administrators. As the propagandist talks of "new" content or method as opposed to "old, outmoded practices," he comes very close to saying (1) that traditional purposes and methods are, on the record, *wholly* ineffective, and (2) that "new" content and "new" methods will make everything much, much easier for everybody. Without saying exactly what these "new" and "old" elements are, and certainly without examining the nature of existing courses, the propagandist almost guarantees a newly discovered, royal road to communicative skill. This promise is supposed to comfort deans of engineering or agriculture who have long been worried by the low grades some of their students make in "English," and by an existing relationship between low grades and college enrollments. This promise can also provide momentary comfort for any adult whose own skill with words is something less than perfect—for he can now console himself with the thought that he is simply a victim of the "old,

out-moded practices" at his Alma Mater.

The antidote to this particular propaganda line is, again, an appeal to fact, an appeal to what any practicing teacher knows about what happens in classrooms. Such questions as the following arise:

- (1) We all know that 20 to 25 per cent of the students entering large institutions have serious trouble with such things as grammar, spelling, punctuation—to say nothing of the errors which appear in their speech. Question: Is it possible, by any device, any combination of materials treated, so to proceed as to remove *quickly* the basic errors from the actual writing and speaking of these students? Is it *desirable* for students to write and speak correctly?
- (2) Is it possible for the average student—one who is relatively unplagued by mechanical errors—to achieve a marked or even perceptible improvement in his ability to convey meaning in writing or speech *without* spending a considerably amount of time in concentrated work and study? Is this development *desirable*?
- (3) Does genuine development in logic or semantics take time and careful, repeated application of principles—or can this development occur so quickly that one hardly notices the event? How important, relatively, is *this* objective?
- (4) Can basic reading skills—and basic skills of analysis, including so-called propaganda analysis—be developed quickly? How important are *these* abilities? These, and objective 3, are in-

volved in any sound instruction in writing, reading, speaking.

- (5) Can anyone gain quickly an understanding of the varied purposes and techniques in human communication (from business letters to literature) by means of a few odd moments in class when attention doesn't happen to be centered on such matters as (1) to (4) above? How important are *these* matters?

My own answer, obviously, is that no one of these several, important kinds of personal development can occur easily or quickly for most people—if by “development” we mean the individual's observable, unmistakable progress from wherever it is he starts. The problem becomes this: How many promises, based on so-called “new” procedures or “new” organization, can we as a profession afford to make, knowing what we know from actual experience in the classroom? To leave our own integrity as teachers out of the question for the moment, we might just realize that an administrator who is persuaded that our “new” procedures will help keep his enrollment intact will some day come back at us with a real grievance. He will discover that employers, awkwardly enough, resent the fact that the graduates of his particular division or college cannot organize material in a sensible way, cannot see relationships between facts and conclusions, cannot summarize facts, cannot even spell.

So the question before us as a profession is not whether any one of our several disciplines is worthwhile. They are all worthwhile. But the average amount of time granted in college curricula to required beginning work in our field remains about the same—somewhere between five and nine per cent of the student's total required work for a degree.

This amount of time is not likely to increase very much, and that much will not come easily. Will we do better, in the long run, to promise *one* or *two* clear results from the basic course—and achieve these for most students—or will we do better to promise everything? A few days ago I added up the total of quarter-hours given in our department at Iowa State College for objectives which certain Brave New World Syllabi name as the intended or expected result of a three-to-five hour course in Communications. The total I got was *twenty* quarter hours, counting only the beginning courses. Counting other courses which really apply, I got thirty-five hours.

Now just a word about “motivations” of a different kind. The term “practical” is much and potently used in our day. Business letter writing is obviously practical, as is the writing of technical reports. Courses in these areas are well motivated. It is also practical, in quite another sense, for an individual to clarify and refine his understanding of himself, of other people, of social processes. He can do this at the freshman level by viewing his own experience honestly and by presenting the results in themes and speeches. He can do this by reading authors of real stature, new and old. Members of our profession are often tempted to narrow their view of what is “practical” to the limits set by technical writing, after-dinner speaking, or business letter writing. If we give in to the pressure toward this narrow kind of “practicality,” we are refusing to give our students and our society something which we have, something which they need. The elective courses in literature at my college are usually crowded, and for a very good reason. Our students become filled to the ears with technical material. They want and need something else. They don't know what it is necessarily,

but they come to courses in literature to see whether there is anything there they can use. They know that means are only means, that gadgets are only gadgets. They want contact with minds which deal with the whole human scene, including human purposes, as the best writers do. In a world increasingly dedicated to improved means for doing all sorts of things, a world deeply troubled about values and directions, English teachers are the last people, aside from the clergy, who should take a narrow view of what is "practical." This is just as true for the content of a basic course in writing, reading, or speaking as for courses in literature. The natural material for freshman writing is the student's own experience, enriched by thought and by reading. He is at an age when he can be stimulated by ideas and ideals.

As for really specific "motivation," one simple question—"What is going on in this existing theme, speech, headline, editorial, story, poem?"—if honestly asked and thoroughly developed, will provide all we need. This question, fully explored, includes close attention to meanings, to communicative purposes and

methods, to human emotions and values, to facts. The student whose theme is read and discussed in class, who sees that all or part of it really interests the listeners, really "gets over," receives a satisfaction which cannot be bought in any store. His next theme will likely be better—and the same involvement occurs with speeches. The student who finds in his reading a moving idea or fact or judgment and brings it to class for a thorough testing by twenty other minds, such a student is involved, motivated, interested. At Iowa State we emphasize increased skill in writing as the first objective in the basic course, with reading as a close second (logic and semantics, as needed). We cannot do what needs to be done with these and handle the problem of speech adequately in the time now at our disposal, though we do include a few speeches and some oral reading. All students at our college are required to take a separate course in speech. Our basic feeling, based on experience, is this—that a teacher who will examine *closely* with his students what happens when these students try to receive meaning, does not need to worry very much about "motivation."

Experiments in Permissive Listening

ARNOLD E. NEEDHAM¹

In planning our courses in communications, most of us would assume, I believe, that the listening program is inevitably teacher-directed. Reading, writing, and speaking are more easily planned and directed by students themselves. These skills lend themselves to "permissive"² methods. But is there such a thing as permissive listening? Can a listening program be at least partly student-directed and student-evaluated?

At Chico State College we have been looking for the answers to these ques-

tions for the past three years. We are still looking. Sometimes we think we are picking up pieces of the answers; at other times we are not so sure what the pieces mean, save that they mean "puzzle." If I may be excused for speaking for myself, I would say that the an-

¹ Chico State College, Chico, California

² Please see my article in *College Composition and Communication*, October, 1950. For our present purpose, the word "permissive" is used primarily in the sense of student-directed, student-evaluated activities in the communications skills, as distinct from teacher-directed or even committee-directed activities.

swers to the questions are a paradox, a typical yes-and-again-no statement: in some years the listening program may be partly permissive; in others, it may not. It depends on the class and the extent to which any class can be readied for participation in planning the whole course. To make myself clear, perhaps I had better describe an experiment in listening: my three years in a paradox.

The question of permissive listening arose in the first place because I wanted to experiment with completely permissive methods of teaching the other three skills. My students have been encouraged to choose (read: "kidded and wheedled into choosing") their own topics for writing and speaking and to plan their own reading as a part of their preparation for writing and speaking. Teacher-imposed assignments were kept to a minimum.

In other respects, also, I tried to establish an atmosphere of permissiveness in the classroom. For example, we spend the first few weeks of the course on communications experiences which help loosen up the emotional blocks which are almost invariably found in the path of the language arts. We want above all things a flow of communication over, around, and through these blocks. As the course begins, students are asked to give short, informal talks, usually self-introductory in nature, after which both the instructor and the class as a whole try to draw them out further by leading them into conversation on their topic. This serves both as guided practice in conversation and as a means of establishing a two-way system of communication between the speaker and his audience. But it also helps establish a permissive atmosphere, a feeling of "anything-can-be-said-here."

Next, while students are working on a second, a prepared, talk, we introduce the question of listening in the form of

classroom demonstrations of patterns of communication, outlining, and note-taking. At first, the simplest possible pattern is used, the make-a-point or one-point form. The instructor reads an example of this aloud to the class, outlines it on the board, and then re-reads while the class follows the outline. The passage then is given a second going over, this time as a demonstration of note-taking, showing how in note-taking we may condense the outline form by omitting details, taking down only key words as in the newspaper headline, using abbreviations, and streamlining in every way we can think of, as long as our notes are complete enough to stimulate recall of the passage in question.

As the prepared talks are given, I usually ask two members of the class to take listening notes, using a different pair of note-takers for each speaker. After a brief period of questions and conversation, I ask each student who has taken notes to read them to the class. We then try to test the accuracy and completeness of the communication process by referring the listening back to the speaker: "Is that what you intended to communicate? Were your word-signals correctly received?" As a final step, each student is asked to try to reproduce in the writing laboratory, without the help of a previously prepared manuscript, the content and the pattern of his talk to the class. Our hope is that the twin experiences of both producing and listening to patterns in communication will help the student to coordinate his speaking with his writing.

Student evaluations of the procedure, however, point to a need for further experimentation. Not that students have raised any objections to the listening and note-taking themselves; they haven't. But they do feel that the course gathers momentum too slowly, and I think they are right. A barrage of questions fired at

the speaker, a period of conversation after each talk, and finally the listening exercises—all these *are* time-consuming. Many students begin to feel that they are getting nowhere. As one of them put it, there is "an awful lot of lagging around." They suggest as a remedy that they be given more frequent opportunities to speak before the class.

Probably most teachers of communications would agree that the students' diagnosis is right, but the medication is wrong. A feeling of forward movement, of the purposeful practice of communication, of continuous and progressive challenge in the course—these things are certainly needed. But they are not necessarily achieved, nor best achieved, by more speaking in front of a group.

The best solution might be a compromise with student opinion: keep the questions, conversation, and discussion after each talk, but gain more time for the speaking schedule by postponing the listening exercises for a while. In the meantime, bring in self-listening as a means to self-evaluation. Let students hear themselves again and again on wire or tape or discs as they speak, sometimes alone or in small groups, sometimes through the medium of records made while they speak before the entire class. And this can be accompanied by frankly, honestly written self-evaluations, which will also provide further opportunities for writing and at the same time help in student motivation by making that writing functional.

During this evaluation, the instructor can introduce his plan for a series of experiences in listening to patterns of communication, as described above, and can explain its purpose in relation to the total course plan. The exercises can then be carried out according to methods already discussed. I believe that, done in this way, the slowing down of the speaking schedule will be understood by the

class and should not cause feelings of insecurity.

II

Additions to the above listening program have, so far, included material from general semantics and other aspects of linguistic science. The purpose has been to see how far one might go in introducing such material in the form of listening rather than reading experiences.

Needless to say, some of this material calls for a highly developed listening skill, and I find that my students need more training for it than they get in their previous experiences with listening to patterns of communication. I try, therefore, to give them a kind of training period before undertaking the more difficult work in listening. Selections for this training need not be taken from semantics. Material which is more familiar to the student can be used. But the instructor can grade his material in difficulty so that he leads the student gradually toward listening to closely reasoned passages in areas that are unfamiliar to him.

My own practice has been to read such selections to the class, taking care at first that I do not try to force concentrated listening for more than ten or fifteen minutes at a time. Each selection should, of course, present a continuous sequence of ideas or expansions of a controlling idea. Experience has led me to believe, also, that the sentence structure of the passages which are chosen for the early stages of the work should be prevalingly simple or compound. Beginning listeners have trouble in following constant subordination in sentence structure. They are not bothered by noun clauses or by compound subjects and predicates, but they are thrown off the listening track by relative, especially non-restrictive, clauses. Of course, the vocabulary of the selection should be largely, but not entirely, non-technical.

Certain "preliminaries" are also necessary before the first selections are read to the class. For example, proper names, especially foreign names, and foreign phrases which we ordinarily take for granted should be written on the board so that listeners can refer to them quickly without losing the drift of the passage. In fact, a preliminary vocabulary study of the selection can be made both as an aid to listening and as a step toward awareness of language at various levels of usage. Such a study also gives us an opportunity to demonstrate that the meaning of any word in question is dependent on its context at the given moment of usage.

After the reading, I ask one or two students to read their notes aloud while the others check them for accuracy and completeness. We try to find the source of any trouble spots which may have appeared. Was the difficulty due to vocabulary which we didn't cover in the preliminaries? Did the sentence structure at times interfere with the direct communication of the idea? Or were there perhaps defensible areas of divergent opinion in the interpretation of the passage? Whatever the difficulties, we do our best to clear them up by re-reading and full discussion of the passage.

On one occasion, this whole procedure was interrupted by a request from the class. I had been reading the selection on "Of Beasts and Men" from Irving J. Lee's *Language Habits in Human Affairs*. And my students were fascinated by Professor Lee's suggestion that they try to imagine a world bereft of human speech. They tried. And at once they wanted to know where language came from in the first place. That was too good to miss; here was a chance for the very permissive which I had been watching for. So we discussed the problem, and I mentioned some of the typical theories of the origin of language and

the difficulties which are encountered in each. I then asked the class if they would like to continue the investigation by basing our next listening experiences on some of this material. The majority, by vote of the class, was in favor of the proposal, and so we did two selections, one from Margaret Schlauch's *The Gift of Tongues*, the other from E. D. Myers' *The Foundations of English*. In addition, I introduced some lecture material, with visual aids, on the origin of the alphabet, including some of the historical and anthropological background. At the end of these listening experiences I asked my students to write in class an essay on the subject of language origins.

Now the question is: Are there ideas here which can be used again? I believe that ordinarily I would begin the advanced work in listening with a schedule of graded exercises in linguistics and general semantics, but that I should be ready to shift at a moment's notice if students have come to the point where they are willing to take over the program for themselves. As teachers, we can at least be ready to swing into permissive methods whenever, or if, our students are likewise ready. Some students and some whole classes will actually demand that the teacher assume an authoritarian role. But isn't it our responsibility then to do everything we can to educate them for the permissive, to try to guide and direct them gradually toward planning their own program of activities in communications?

As far as listening itself is concerned, it seems to me that a course which uses listening, first, for self-evaluation, second, for helping the student coordinate his speaking with his writing experiences, and third, for introducing linguistic studies has one argument in its favor: it pulls listening in from the periphery of the course and places it at the center of things.

The Professional Status of the Composition Teacher

The report on Group Meeting IV at the spring meeting of the Conference on College Composition and Communication at the Morrison Hotel in Chicago, March 30-31, 1951.

The background of the panel discussion was set forth by Chairman Irwin Griggs: as a survey is being planned of the adequacy of composition teaching and of the professional status of the teacher, this discussion was intended to lay the groundwork for such a survey.¹ Matters such as the teaching of grammar, the number of themes, etc., were disregarded in favor of those pertaining only to the *teacher* of composition. As the composition teacher often feels the inadequacy of both tangible and intangible rewards, it was proposed to examine

1. the teaching load
2. promotions and security
3. the question of composition teaching as a separate profession

The discussion followed.

I

It was suggested that a fair load, most students being undergraduates, might be twelve hours, if two courses in composition and two of literature were assigned, or nine hours if all composition was to be taught. It was felt that the composition load should preferably be distributed among a staff, particularly that a teacher should not be given, for instance, all composition, including business English. For the teaching of composition means more papers, more conferences, and in general more time, besides involving the most resistant students (since most of them are taking it as a required subject).

¹In 1952 Irwin Griggs, Temple University, was named by CCCC Chairman Harold B. Allen as chairman of a CCCC investigative committee to inquire into the usefulness, scope, and cost of a national survey of the professional status of the composition and communication teacher.

The teaching of composition is often regarded as an apprenticeship leading to "good courses," and the teacher is likely to get a feeling of diminishing returns, after a few years, compared to his experience in teaching literature.

The same questions having been raised for many years, it was suggested that we question our basic assumptions. Composition is, after all, only one of the four phases of communication; basic questions concerning the number of meetings, the hours of credit, the number of students per class, and the very existence of the "required course with regular themes" might well be re-raised. For the same pattern of composition teaching has long persisted, with little experimenting being done (save for the Iowa writing laboratory). The CCCC might well consider the existing *pattern* of composition teaching. Teachers of composition may themselves be partly responsible for the low esteem in which they feel that they are held, and for the "stigma" attached to their work.

This panel, as prior to the proposed survey, should be concerned with *asking* questions rather than with *answering* them; and the survey itself should not attempt to produce a "standard course" but a group of measuring sticks. Actually, there are two basic problems, one of *practice* and one of *principle*.

Before a consideration of the matter of load, it would be well to discover *who* is doing the composition teaching (the speech teacher, for instance?). It might be desirable to have the department head teach a class in freshman composition himself (an uncommon practice). As

composition teaching demands the biggest budget in English departments, it was suggested that little educational sense is made by farming it out on lower levels.

A discussion of the factors entering into the teaching load followed. Should instruction be reduced to those students who *need* composition training, in order to cut down class sizes and numbers? The suggestion that "black" and "white" lists of institutions be made, on the basis of their practices in composition teaching, was objected to as contrary to the present educational trend against such narrow "accreditation"; the setting up of norms should be used as *motivation*, not as *censure*.

II

The problem of gaining promotion and security was felt to be the same for the composition teacher as for any other, and to vary with the institution: the small liberal arts college generally emphasizes effective classroom teaching, the university being charged, on the other hand, with opening new fields. Perhaps it is even more important for the composition teacher than for the routine literary research scholar to do original thinking, and to communicate its results to the profession. Regardless of statements by deans, it is actually rare for a teacher to get to the top on the basis of publications in the field of composition, although the administrative point of view was that composition teachers do get to the top when they take their work seriously. Too often, composition teachers pride themselves on the amount of time they spend on their students, and fail to do any original thinking in their field. Original research is a charge upon a university faculty. As in any field, publication in the area of composition should not be a routine matter of "counting pages," but should be the result of a fresh approach and a desire to share it

with others.

Universities are likely to put too much stress on specialized research in a *field of knowledge*; major administrative officers must be educated to recognize superior teaching, as there are now examples of recognized "master teachers" who never attained full promotion. (New ideas reach deans' offices faster than teaching competence.) In one institution, the full professor of composition must have done brilliant teaching and creative writing, too. The Ph.D. degree, which has been given an exaggerated importance (partly because it is a measure for accreditation) is ridiculous as a measure for the composition teacher. A revision of Ph.D. requirements is at present under discussion.

III

Some schools have tried both plans—having separate composition teachers, and spreading the composition load out among the whole staff—and have concluded that the latter is preferable. The teacher needs the change of a part-literature, part-composition load (the only ones who advocate an all-composition load are likely to be those who teach all literature!). No teacher wants to deal entirely with composition (technique); he needs the change of literature classes (subject matter).

A split staff would seem to be a matter of administrative inconvenience; however, there being a definite limit in the numbers of those in the higher ranks, promotions for composition teachers may come more easily in those schools having separate departments. It should be recalled, however, that "professional status" means not only rank and promotion, important as they are, but *prestige* as well, so that a teacher might prefer a lower rank in literature to a higher rank in composition.

One factor which is encouraging the spread of composition courses over the

entire staff is the cancelling of many advanced courses in English departments because of lowering enrollments. This automatic spread may not, however, prove advantageous to the teaching of composition, as many of the upper staff are less successful teachers than those of the lower—and than they themselves were at the lower level!

Perhaps "composition" needs a new name in order to gain dignity—something that would describe the mental process (thinking) involved; but too many other departments concentrate on spelling and other trivialities, as the composition teacher's field. Composition itself too often emphasizes mechanics at the expense of logical processes. We should decide what we are trying to do—whether we are to be proof-readers, or more—before the problem of the prestige of the teacher of composition can have meaning. One suggestion is to settle upon a proficiency level which the student must reach, by any means (resulting in the growing up of a crop of tutors).

The status of the teacher is generally growing worse, partly through no control over the supply, as graduate schools take nearly everybody (compared, for

instance, to the weeding out in law schools). The composition teacher suffers from having no organization, no union, to protect him. But the problem of financial status was felt to underlie all other questions of status.

Participants in Group IV Panel

Chairman, Irwin Griggs, Temple University

Recorder, Louise E. Rorabacher, Purdue University

Jerome W. Archer, Director of the Department of English, Marquette University

J. W. Ashton, Dean of the College of Arts and Sciences, Indiana University

A. J. Brumbaugh, President of Shimer College, former Vice President of the University of Chicago, former Secretary of the American Council on Education's Committee on Colleges and Universities

Barbara Swain, former Chairman, Department of English, Vassar College

Howard Vincent, Chairman of the Department of English, Illinois Institute of Technology

Carlton Wells, former Chairman of Freshman English, University of Michigan

Some Aspects of Freshman English

EARL L. SASSER¹

During November, 1951, a questionnaire, "Inquiry concerning Some Aspects of Freshman English," was sent to 189 selected colleges and universities throughout the nation. Based upon a 65 per cent return by early spring, 1952, tabulations were made and a report was presented at the annual meeting of The College Language Association in April.

In the following summary, the ques-

tions are stated essentially as they appeared on the questionnaire; answers are indicated numerically by parenthesized numbers and in percentages by the sign %.

The inquiry prompted the following recommendations: (1) That, so far as materials and convenience permit, the information in this report be made available to interested persons and agencies; (2) That The College Language Association continue its policy of keeping its

¹ Tennessee A. and I. State University

members informed concerning best practices in the teaching of English throughout the nation; (3) That close contact with the work of the Conference on College Composition and Communication be established and maintained as a source of professional information and mutual helpfulness.

1. What provisions does the English department make for students it finds not prepared to do the work of its freshman English course? Total replies (114)

A. Satisfactory grade in a non-credit course as a prerequisite to registration in the regular freshman English course: (26) 22.3%

B. Registration in a non-credit course in addition to the regular freshman course: required (6) 5.4%

C. Additional class hour attendance (and work) in the regular freshman course: (28) 24.5%

D. Various other provisions: (25) 21.9%

E. No special provisions made: (29) 25.4%

F. Clinic service available: (41) 36%. Attendance optional (25); Attendance required (12); Attendance optional for some but required of others (2)

2. Does the department have any provisions by which the superior student may be exempted from taking Freshman English? Total replies (115). Yes (61) 53%. No (54) 47%

3. Does exemption provide for credit hour award? Total replies (62). Yes (16) 26%. No (46) 74%

4. As yet, has anyone been exempted? Total replies (74). Yes (59) 80%. No (15) 20%

5. Are English placement tests administered to entering freshmen? Total replies (115). Yes (104) 90%. No (11) 10%

6. (a) The tests are: Standardized: (94) 84%; Teacher devised: (15) 16%.

(b) Do the tests call for answers in essay form, that is, do they require development of a theme or composition? Yes (25) 23%. No (79) 77%

While in a few instances the test used was that devised by the testing department of the particular institution, the Cooperative English Test was the most frequently reported; the Purdue Placement Test in English was the second most frequently reported.

7. For which of the following purposes are the test results used primarily? Total replies (239). (a) To effect some approximately homogeneous grouping: (52) 22%. (b) To discover students who are not likely to pass the regular freshman course without additional preparation: (58) 24%. (c) Simply to get a record of the student's relative standing in the entire group: (19) 8%. (d) To discover weaknesses: (43) 18%. (e) To discover superior students: (67) 28%.

8. What is the predominant attitude of the department regarding the desirability of homogeneous grouping based on test results? Total replies (110). Favorable (66) 61%; Opposed (14) 12.7%; Divided (14) 12.7%; Of doubtful value (10) 9%; Indifferent (6) 5.4%.

9. Is a follow-up re-test given, say, at the end of the course? Total replies (100). Yes (44) 44%. No (56) 56%

10. Does the re-test result (score) affect the final (course) grade award? Total replies: 45. Yes (24) 53%. No (21) 47%

11. For 115 replies the average enrollment per section was 25 students. Sections ranged from 15 to 31 in number; the mode was 25.

12. How does the section size now compare with that of four years ago? Total replies (115). Appreciably larger (10) 9%; Appreciably smaller (32) 28%; About the same (73) 63%

13. Concerning unanimity of course content, is the conduct of the regular

freshman English course based upon a uniform outline used by all sections? Total replies (114). Yes (63) 55.5%. No (5) 4%. Basic outline available but use optional (7) 6%. Each teacher expected to draw up his own outline, adapting the version to staff-adopted minimum course scope and content (39) 34%

14. Does the English department make any systematic use (e.g., through group subscription) of current periodicals in connection with the conduct of freshman English? Total replies (114). Yes (18) 15%. No (96) 85%

Several comments in effect amounted to the statement: "We have writing based on reading certain periodicals, but we have no group subscription to any magazine."

15. (a) To what extent is use made of audio-visual aids in the conduct of the freshman English course? Total replies (116). Frequent use (11) 9%; Occasional use (26) 22%; Very little use (25) 22%. No definitely-planned-for use (54) 47%. (b) Does the department

have access to an opaque projector? Total replies (114). Yes (63) 55%. No (51) 45%. Considerable use of audio-visual aids other than the opaque projector was reported.

16. Is there any definitely planned arrangement whereby freshman-English written exercises are correlated with some other subject the student may be taking? Total replies (101). Yes (9) 8%. No (38) 37%. Occasionally (17) 17%. Incidentally (14) 14%. Only incidentally as student may elect (14) 14%. Considered impracticable (9) 9%.

Several comments indicated that students are encouraged to use topics which grow out of studies in fields other than English. However, at least one answer indicated that attempts at correlation created "problems too troublesome to continue the effort; . . . the idea, however, is sound." Another answer stated: "We emphatically oppose any such notion" as the attempt to correlate English writing exercises with subjects in other fields.

Notes and Comment

To replace Charles W. Roberts, who resigned at Cleveland last March as *CCC Bulletin* editor, George S. Wykoff has been appointed, by CCCC Chairman Harold B. Allen, as editor pro tem. He will complete Volume III, No. 3, the present issue, and No. 4, containing the workshop reports of the Cleveland meeting.

"On the way home from the spring meetings an idea occurred to me for possibly increasing the professional usefulness of the *CCC Bulletin*. In addition to the longer articles, I should like to see a longish section unashamedly dealing with the practical details of our job in

brief items—a sort of notes and queries. For example, I should like a *brief* notice of training courses bearing a personal name and an institution, so that I could write for a further account if I am interested. If syllabi of the freshman course become available in mimeo or print, I should like to know where I can obtain them. If some director decides to teach the course backward, I should like to know how he succeeds."—Francis E. Bowman, Duke University.

The present experimental section—"Notes and Comment"—was in part inspired by Francis E. Bowman's comments (above). Items of professional in-

terest and brief articles ranging from 300 words (one column) to 1200 words (two pages) will be given careful consideration by the *CCC Bulletin* editorial staff.

For sessions—other than the CCCC session, luncheon, and business meeting—of interest to teachers of composition and communication at the NCTE meetings in Boston Thanksgiving weekend, see the October and November issues of *College English*. Such sessions are planned for Friday afternoon and Saturday morning.

Preliminary plans are well advanced for the 1953 spring meeting of CCCC. The dates: Friday and Saturday, March 13 and 14. The place: Chicago. Headquarters and meetings: Hotel Sherman. Program Chairman is CCCC Assistant Chairman, T. A. Barnhart, State Teachers College, St. Cloud. Local Committee is headed by Herman C. Bowersox of Roosevelt College. The CCCC Executive

Committee will meet on Thursday evening, March 12. A meeting at the same time is tentatively planned for workshop officers and panel members.

An excellent summary of the Cleveland meetings in March, 1952 (and incidentally a justification of the existence of the Conference on College Composition and Communication) appears in the May, 1952, issue of *The North Carolina English Teacher*. The article, entitled "On College Composition and the Rest of the World's Work," is by Lucile Turner of East Carolina College.

Planning a textbook? Of interest is a series of three articles on "Textbook Planning" in the *Journal of Engineering Education*, June, 1951 (Volume 41, pp. 589-600). The series includes the viewpoint of the publisher, viewpoint of the teacher and author, and viewpoint of the editor.

Annual Fall Meeting

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

Hotel Bradford, Boston, Mass., Friday, November 28, 1952

(In conjunction with the convention of the National Council of Teachers of English)

12:00 noon Luncheon, Hotel Bradford

DISCUSSION PROGRAM: "How can we best teach and test critical reading?"

Moderator—Thomas F. Dunn, Drake University

Recorder—William M. Gibson, New York University

Panel—Paul B. Diederich, Educational Testing Service
(20-minute presentation)

Newman B. Birk, Tufts College

William C. Hummell, Kansas State College

J. Hooper Wise, University of Florida

ANNUAL BUSINESS MEETING and election of 1953 officers

Presiding—Harold B. Allen, CCCC national chairman, Univ. of Minnesota

The luncheon tickets will cost \$3.00. They must be obtained by 10 a.m., Friday, November 28, at the registration desk in the Hotel Statler. Advance reservations should be made by mail addressed to Professor Newman B. Birk, Tufts College, Medford, Mass.

CCCC Institutional-Sustaining Members

CCCC institutional - sustaining memberships (see Constitution, pp. 19 ff., Article II, Section 3, and By-Laws, 1 B) are available to any interested institution. Dues from such memberships are for the improvement and expansion of *College Composition and Communication*: they bring the member three copies of the magazine for whatever use the staff may make of it.

As of August 16, 1952, the following are institutional-sustaining members of the Conference on College Composition and Communication:

Bowling Green State University
Bradley University
Clark College
Colby Junior College
Eastern Carolina Teachers College
Eastern Washington College of Education
Franklin and Marshall College
George Peabody College for Teachers
Georgetown University
Grant Technical College
Hofstra College
Howard University
Indiana University
Iowa State Teachers College
John Carroll University
Los Angeles City College
North Texas State College
Ohio State University
Oregon College of Education
Pace College

The Pennsylvania State College
Polytechnic Institute of Brooklyn
Purdue University
Rinehart and Company
Random House, Inc.
Rosary College
Rutgers University
State University of Iowa
Texas A. and M. College
University of Arkansas
University of California, Berkeley
University of Detroit
University of Florida
University of Houston
University of Illinois
University of Kansas
University of Maryland
University of Michigan
University of Minnesota (Department of General Studies)
University of Minnesota (Department of English)
University of North Carolina
University of Tennessee
University of Utah
Utah State Agricultural College
Wagner College
Washington University, St. Louis
Wayne University
Western Michigan College of Education
Western Reserve University
Whittier College
Wright Junior College
Yakima School District No. 7, Washington

Three-Year History of the CCCC

JOHN C. GERBER¹

In February of 1947 the National Council of Teachers of English and the Speech Association of America jointly sponsored a conference in Chicago for those interested in the teaching of reading, writing, and speech to college freshmen. About two hundred attended. Although this was not the formal beginning of the Conference on College Composition and Communication, it suggested to many the need and potential usefulness of such an organization.

The following year, 1948, at its convention in November, the National Council held a session on freshman composition ("Three Views of Required English"). As a result of a formal request from the persons attending this session the National Council's Executive Committee authorized a two-day spring conference for teachers of college composition and communication in Chicago for April 1-2, 1949. The General Committee for this conference included John Gerber, chairman; George Wykoff, associate chairman; Harold Allen, John Cowley, Clyde Dow, Karl Dykema, Ada Roberts, Ernest Samuels, Francis Shoemaker, Earl Tenney, Samuel Weingarten, Carlton Wells, and Mentor Williams. Over 500 attended the conference, and the papers delivered there were subsequently published in a 109-page report (now out of print). The first formal steps for a permanent organization were taken at this conference.

The permanent organization came into being at the Buffalo convention of the National Council in November, 1949. On petition of the college teachers attending a luncheon meeting, the Executive Committee of the National Council established the Conference on College Composi-

tion and Communication as a conference group within the Council for a period of three years. The Conference was authorized to elect its own officers (except that the treasurer of the Council was to be the treasurer of the Conference); to hold its annual business meeting each November at the time of the Council Convention; to sponsor separate national or regional meetings in the spring of each year if it so desired; and to publish its own magazine, a quarterly, *College Composition and Communication*. Elected by those attending the luncheon meeting were the following officers: John C. Gerber, chairman; George Wykoff, secretary; Wilbur Hatfield, treasurer; and Charles W. Roberts, editor. These officers, in turn, appointed an Executive Committee of twenty-six members distributed both geographically and institutionally. During the calendar year 1950 the Conference membership grew to 550, representing forty-six states, Hawaii, and the District of Columbia. The first issue of the quarterly appeared in March, 1950. In the same month a national meeting held in Chicago attracted over five hundred persons. This was the first conference in which workshops were combined with general assemblies and discussion meetings. The workshop reports were published in *College Composition and Communication*, May, 1950.

At the regular business meeting held at the time of the Council Convention in Milwaukee, November 24, 1950, the following officers were elected: George Wykoff, chairman; Harold Allen, associate chairman, Glenn J. Christensen, secretary. Wilbur Hatfield continued as treasurer and Charles Roberts as editor. Twelve new members of the Executive Committee were elected. Under these of-

¹State University of Iowa

ficers the Conference held a spring meeting in Chicago in March, 1951. Reports from the workshops at this meeting were published in the December, 1951, issue of *College Composition and Communication*.

At its convention in November, 1951, the National Council through its Executive Committee extended the life of the Conference on College Composition and Communication for three more years. The Conference members elected the following officers for 1952: Harold Allen, chairman; Karl Dykema, associate chair-

man; T. A. Barnhart, assistant chairman. Glenn Christensen was continued as secretary, Wilbur Hatfield as treasurer, and Charles Roberts as editor. Twelve successors to retiring Executive Committee members were nominated and elected. Under these officers a spring meeting was held in Cleveland, March 28-29, 1952, and plans were made for the fall meeting, luncheon, and annual business meeting at Boston in November (see page 15). These activities complete the first three years of CCCC as an official organization.

Secretary's Report: Balloting on the Proposed Constitution and By-Laws For CCCC

A total of 179 ballots was returned, distributed as follows: YES—175, NO—2, Unmarked—2. The ballots have been filed. A number of the ballots contained comments or questions. The comments generally called attention to the typographical errors which have (we hope) been corrected in the final text here printed. The questions generally were about background information which apparently not all voting members possessed. Since similar questions may exist in the minds of others, it appears desirable to report the conditions and assumptions on which the Constitution Committee operated.

The Constitution Committee was appointed by the Chairman, Harold B. Allen, on authorization of a motion from the floor at the annual business meeting at Cincinnati, 23 November, 1951. This motion formalized the recommendation of the retiring Chairman, George S. Wykoff, that the secretary collect and summarize the modes of operation developed by the CCCC in the first three years of its existence. The secretary was appointed chairman of the Constitution Com-

mittee with John C. Gerber, University of Iowa, and George P. Faust, University of Kentucky, as members. The intent of the motion and the recommendation as understood by the Committee may be summarized as follows:

1. The CCCC had begun its first three years of life as authorized by the NCTE with a purpose (Article I, Section 2) but intentionally without rigid plans for operation, and during that time had worked out procedures by which it could achieve its aims.

2. With the renewal of its authorization by the NCTE for a second three-year period, it became desirable to formulate the successful procedures as a guide for conducting the essential business of the CCCC. At the same time, since the CCCC was still growing, a constitution should be flexible enough to allow for the incorporation of new or more successful procedures.

3. The CCCC had from the beginning been a "membership" organization. The constitution should preserve this spirit by retaining to the members the final authority and should provide fully

for the expression of the will of the members.

4. The organization provided for by the constitution should be as simple as is consistent with full provision for essential activities.

On this basis the Constitution Committee drew up a first draft. This was submitted for criticism to all past and current officers to make sure that it actually did represent practice and preserved the intent of the motion. The replies from the officers were full, punctual, and in entire agreement with each other, and the draft was revised accordingly.

The revised draft was mailed to the current officers and to all members of the

Executive Committee in advance of the Cleveland Meeting in March, 1952. At the meeting there of the Executive Committee, the revised draft was searchingly discussed and a final revision completed and accepted. That final revision has now been overwhelmingly approved by the members of CCCC.

The Committee wishes to express its gratitude to all those who assisted in the writing of the Constitution and its hope that the Constitution may ever aid but never restrict the development of CCCC in its pursuit of its objectives.

For the Committee,
GLENN J. CHRISTENSEN
Secretary, CCCC

CONSTITUTION AND BY-LAWS of The Conference on College Composition and Communication

ARTICLE I

NAME AND OBJECT

Section 1. The name for this organization shall be the Conference on College Composition and Communication, hereafter referred to as the CCCC.

Section 2. The broad object of the CCCC is to unite teachers of college composition and communication in an organization which can consider all matters relevant to their teaching, including teachers, subject matter, administration, methods, and students. The specific objects are: (1) to provide an opportunity for discussion of problems relating to the organization and teaching of college composition and communications courses, (2) to encourage studies and research in the field, and (3) to publish a bulletin containing reports of conferences and articles of interest to teachers of composition and communication.

ARTICLE II

MEMBERSHIP

Section 1. There are two types of membership: individual and institutional-sustaining.

Section 2. Individual membership is open to any member of the NCTE who is interested in any phase or area of college composition and communication.

Section 3. Institutional-sustaining membership is open to any educational institution upon the request of one of its members (such as the chairman or director of composition or communication) who is also a member of the NCTE.

ARTICLE III

OFFICERS

Section 1. The officers shall be a Chairman, an Associate Chairman, an Assistant Chairman, a Secretary, a Treasurer, and an Editor.

Section 2. The Chairman, the Associate Chairman, and the Assistant Chairman shall each hold office for one year.

Section 3. The Secretary shall hold office for two years, beginning thirty days after his election.

Section 4. The Treasurer of the NCTE shall be ex officio the Treasurer of the CCCC.

Section 5. The Editor shall hold office for three years.

Section 6. Officers shall be elected as stipulated in Article VII.

Section 7. The duties of all officers shall be those set forth in the By-Laws.

ARTICLE IV

COMMITTEES

Section 1: The Executive Committee

a. The Executive Committee shall consist of between twenty-five and thirty members who shall hold office for three years each and shall be more or less evenly distributed geographically and professionally among universities, liberal-arts colleges, teacher colleges, junior colleges, and technical schools.

b. Those members of the Executive Committee present either in person or by proxy (See f. below.) at any regularly authorized meeting of the Committee shall constitute a quorum.

c. Approximately one third of the members shall retire and be replaced annually.

d. All officers of the CCCC shall be ex officio members of the Executive Committee and shall function as the officers of the Executive Committee.

e. The retiring Chairman shall serve for one year as an ex-officio member of the Executive Committee.

f. A member of the Executive Committee who is unable to attend a business meeting shall be authorized to appoint a proxy from his own institution. The

authorization of the proxy shall be established by a letter from the absent member to the Chairman.

g. The duties of the Executive Committee shall be those set forth in the By-Laws.

Section 2: The Nominating Committee

a. The Nominating Committee shall consist of five members nominated from the floor and elected at the annual business meeting.

b. At least three members shall be chosen from the Executive Committee.

c. The duties of the Nominating Committee shall be those set forth in Section VII.

Section 3: The Editorial Committee

a. The Editorial Committee shall consist of six members appointed by the Editor with the approval of the Executive Committees of the CCCC and of the NCTE.

b. Each member shall serve for a period of three years, two members retiring and being replaced each year.

c. No retiring member shall be eligible for reappointment until one year after his retirement from the Committee.

d. Appointments to replace members of the Committee retiring at the same time as the Editor shall be made by the newly elected Editor.

e. The members of the Editorial Committee shall be ex officio members of the Executive Committee.

f. The duties of the Editorial Committee shall be those set forth in the By-Laws.

Section 4: Special Committees

a. Special Committees may be appointed by the Chairman when he considers them to be necessary or desirable, or as authorized by vote of the Executive Committee or of the members.

b. Special Committees shall be appointed for a period not to exceed three years.

c. The period of service of a Special Committee may be extended when desirable up to an additional three years by action of the original authorizing officer or group.

d. Special Committees shall follow the procedures established or approved by the Executive Committee.

ARTICLE V

MEETINGS

Section 1. The annual business meeting shall be held as part of the annual convention of the NCTE. Other sessions may be held in the same city during the convention. The day and hour of all meetings and sessions shall be arranged with the president of the Council.

Section 2. Other meetings may be held each year at a different time as determined by the Executive Committee. These meetings, preferably in the spring, may be either a single national meeting or a number of regional meetings.

Section 3. A proposal to hold regional meetings shall be voted on at the second annual business meeting preceding the time of the proposed regional meetings.

ARTICLE VI

VOTING

Section 1. All active members present at the annual business meeting are entitled to vote, and a simple majority of those present and voting shall be required for action except as specifically stated elsewhere in the Constitution or By-Laws.

Section 2. In mail ballots, all active members are entitled to vote, and a simple majority of all ballots returned within the time designated, to be not less than sixty days from the date of mailing, shall be required for action.

ARTICLE VII

NOMINATIONS, ELECTIONS, AND VACANCIES

Section 1. No retiring regularly elected

officer or member of the Executive Committee shall be a candidate for reelection until he has been out of office for at least one year.

Section 2. The Nominating Committee shall:

a. Nominate one candidate to replace each retiring regularly elected officer.

b. Nominate not more than three candidates to replace each retiring member of the Executive Committee, so far as practicable preserving the distribution provided for in Article IV, Section 1, a.

c. Secure the consent of all candidates to serve if elected.

d. Present the slate of candidates at the annual business meeting following the meeting at which the Committee was elected.

Section 3. Additional nominations may be made from the floor.

Section 4. The election of an Editor shall be subject to confirmation by the Executive Committee of the NCTE.

Section 5. The Officers and Executive Committee shall be empowered to authorize election by a mail ballot, if such appears desirable, making adequate provision for announcing the names of the candidates, providing for the writing-in of additional names, and allowing reasonable time for the return of ballots.

Section 6. If the chairmanship becomes vacant, the Associate Chairman shall succeed; if the associate chairmanship becomes vacant, the Assistant Chairman shall succeed.

Section 7. In the event of vacancies in the offices of Assistant Chairman, Secretary, or Editor, or on the Executive Committee, the Chairman shall make temporary appointments, effective until the next annual business meeting, and shall notify the nominating Committee to include candidates for the vacant offices at the next annual business meeting.

ARTICLE VIII

PUBLICATIONS

Section 1. The CCCC shall publish *College Composition and Communication*, a periodical devoted exclusively to the special interests of the organization and not competing with any of the official organs of the NCTE.

Section 2. In the proposal and preparation of a monograph or pamphlet, the CCCC shall follow the same procedure as an NCTE committee. Any pamphlet published for the CCCC by the NCTE shall be so designated on the cover or the title page or both.

Section 3. The net proceeds of any publication issued for CCCC by the NCTE shall be placed in the CCCC account.

Section 4. Libraries shall be permitted to subscribe to the official periodical of the CCCC without membership.

ARTICLE IX

AMENDMENTS TO THE CONSTITUTION

Section 1. Previous notice of a proposal to amend this constitution must be made (a) at the preceding meeting, or (b) by mail or in the official periodical at least thirty days prior to the submission of the ballot.

Section 2. Proposals to amend shall, if made by mail or in the periodical, be accompanied by copies of the amendment.

Section 3. At the annual business meeting, and after the above conditions have been met, this constitution may be amended by a vote of two-thirds of the members present and voting.

Section 4. On a mail ballot, and after the above conditions have been met, this constitution may be amended by a vote of two-thirds of the ballots returned within the time specified which is not to be less than sixty days after the ballots have been mailed out.

BY-LAWS

1. Dues

A. Dues for an Individual membership shall be \$2.00 (in addition to the dues for the required membership in NCTE).

B. Dues for an Institutional-Sustaining membership shall be \$10.00 (in addition to the dues for the membership in NCTE which is required for the person at whose request the membership is to be taken out).

2. Duties of Officers

A. The Chairman shall:

- (1) Assume responsibility for the functioning of the organization.
- (2) Preside at all business meetings of the CCCC and of the Executive Committee unless unavoidably absent.
- (3) Appoint all special committees authorized by the members or by the Executive Committee.
- (4) Arrange the program of the annual business meeting and assume responsibility for arranging any other CCCC program sessions during the NCTE convention.
- (5) Assist the Associate Chairman in making arrangements for the spring meeting.
- (6) Inform the Secretary and President of the NCTE of the dates and programs of all meetings.
- (7) Authorize payment by the Treasurer of all bills incurred by the CCCC.
- (8) Prepare a brief annual report to be included with the other annual reports of NCTE officers and committee chairmen for presentation to the NCTE Directors at the an-

nual convention of the NCTE.

- (9) Supervise, once a year, the sending of a CCCC membership list to each officer and member of the Executive Committee.

B. The Associate Chairman shall:

- (1) In the absence of the Chairman, preside at all business meetings of the CCCC or of the Executive Committee.
- (2) Assume full responsibility for the spring meeting, including appointing all necessary committees, and either through committees or in person complete all arrangements for the program, and with hotels, publishers, the NCTE, and other organizations.

C. The Assistant Chairman shall:

- (1) In the absence of the Chairman and Associate Chairman, preside at all business meetings of the CCCC or of the Executive Committee.
- (2) Observe and assist the Associate Chairman in planning for the spring meeting.

D. The Secretary shall:

- (1) Prepare the minutes of all business meetings of the CCCC or of the Executive Committee including the annual business meeting at which his successor is elected.
- (2) Distribute these minutes to the officers and members of the Executive Committee and to the Secretary of the NCTE.
- (3) Notify newly elected officers and members of the Executive Committee of their election and inform them of their duties.
- (4) Maintain a permanent file of

the minutes and other records necessary to the orderly transaction of the business of the CCCC.

- (5) Assist the Chairman in preparing for the annual business meeting.
- (6) Assume responsibility for the preparation and mailing of all mail ballots.
- (7) Assist as needed with the spring meeting.
- (8) Assume responsibility for the printing of the official stationery.

E. The Treasurer shall:

- (1) Handle all financial transactions of the group.
- (2) On authorization by the Chairman, pay all bills incurred by the CCCC.
- (3) At the annual business meeting and at the meeting of the Executive Committee preceding the spring meeting, submit a financial report and a report on membership.
- (4) Notify the Chairman if at any time the CCCC appears about to violate the proviso that it shall not, without the express permission of the Executive Committee of the NCTE, incur any obligation exceeding its funds in the hands of the Treasurer.
- (5) Prepare, once a year, a list of CCCC members and send it to the Chairman for distribution in accordance with By-Law 2A(9) above.

F. The Editor shall:

- (1) Appoint the members of the Editorial Committee as stipulated in Article IV, Section 3 above.
- (2) With the assistance of the

Editorial Committee, assume full responsibility for the editing and publishing of the official periodical.

- (3) Report to the members at the annual business meeting and to the Executive Committee at the spring meeting.

3. *Duties of the Executive Committee*

A. The Executive Committee shall advise and assist the officers in promoting the activities of the CCCC.

B. Individually, each member of the Executive Committee shall promote interest in the CCCC in institutions of his kind in his geographical area.

C. If regional meetings are held, the members of the Executive Committee shall cooperate with the local chairman in their geographical area in planning for the meetings.

4. *Duties of the Editorial Committee*

A. The Editorial Committee shall assist the Editor in the editing and publishing of the official periodical.

B. Individually, the members of the Editorial Committee shall endeavor to find suitable material and writers for the official periodical.

5. *Workshops*

A. Workshops having become an established and desirable part of the spring meeting, the Executive Committee may establish such organization and proced-

ures as will, in the best judgment of that Committee, provide for continuity, a desirable degree of permanence, and a stronger interest.

B. After consultation with the officers of the workshops, the Executive Committee may from time to time revise the organization and procedures in the interest of the greater success of the workshop program.

6. *Rules of Order*

The rules contained in Roberts' *Rules of Order*, Revised, shall govern the society in all cases to which they are applicable, and in which they are not inconsistent with the By-Laws of the CCCC.

7. *Amendments to the By-Laws*

A. These By-Laws may be amended at the annual business meeting by a two-thirds vote of the members present if no previous notice of the amendment has been made. If previous notice has been given, a simple majority of the members present shall be required. Previous notice may be given orally at the preceding business meeting, or by mail, with a copy of the proposed amendment, at least thirty days prior to the annual business meeting.

B. These By-Laws may be amended by mail ballot on the conditions stated in A above provided that at least sixty days is allowed for the return of the ballots after they have been mailed out.